

A COOPERATIVE APPROACH TO INITIATING AND ADMINISTERING
AN OPEN AREA JUNIOR HIGH SCHOOL PROGRAM

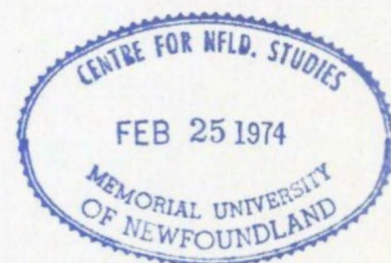
CENTRE FOR NEWFOUNDLAND STUDIES

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IAN D. SPARKES

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REPORT OF AN INTERNSHIP
WITH THE PRINCIPAL OF MACDONALD DRIVE
JUNIOR HIGH SCHOOL, ST. JOHN'S
August through December 1972

SPECIAL AREA OF STUDY:
A Cooperative Approach to Initiating and Administering
an Open Area Junior High School Program

by



Ian D. Sparkes

Presented to
The Faculty of Education
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PROGRAM OUTLINE

NAME OF INTERN: Ian D. Sparkes

PLACEMENT: The MacDonald Drive Junior High School under
the Avalon Consolidated School Board, St. John's.

TITLE: A Cooperative Approach to Initiating and
Administering an Open Area Junior High School
Program

SUPERVISORY
COMMITTEE:

Mr. George A. Hickman, M.Ed.

Principal

MacDonald Drive Junior High School

Mr. Frank S. Lee, M.Ed.

Vice-Principal

MacDonald Drive Junior High School

Dr. James L. Jesse

Department of Educational Administration

Memorial University of Newfoundland

Dr. Philip J. Warren

Department of Educational Administration

Memorial University of Newfoundland

DEFINITION OF TERMS

Throughout the present report it is necessary that certain short terms be used to facilitate clarity in reading and also to avoid long titles and a redundancy of explanatory statements. Therefore, the following definitions are appropriate at this stage in the report:

- (a) The School: The MacDonald Drive Junior High School, St. John's.
- (b) The Administration: the Principal, Vice-Principal and Department Heads at The MacDonald Drive Junior High School.
- (c) The University: the Memorial University of Newfoundland and Labrador.
- (d) Committee: the Supervisory Committee of the Internship Program.
- (e) The Advisor: the Faculty Advisor at the University who is supervising the Intern's program of studies.
- (f) Department: Department of Educational Administration at the Memorial University of Newfoundland.

INTRODUCTION

The report herein was prepared as a concluding phase of an internship in Educational Administration at the MacDonald Drive Junior High School, St. John's, Newfoundland, in the capacity of Administrative Assistant to the Principal. From August 14th, 1972 to December 31st, 1972, the intern was charged with the responsibility of carrying out a great many administrative work assignments, that were either directly or indirectly delegated by the administration of the school, in order to gain a very wide perspective of practical educational administration as well as to participate in as many areas of the school administration as possible. The various practical experiences of the writer at the school, combined with a theoretical background in Educational Administration from the University, proved to be highly beneficial as a professional training program for the writer. The structure and administration of the internship phase of this program, the actual experiences of the intern at the school, and the intern's personal evaluation and recommendations, are documented in this report.

It is not sufficient to say that the writer was an administrative intern, as such, at the school, nor is it sufficient to say that the writer was an employee of the school board assigned to a particular role and function at the school. At different times it was necessary to be administrator, teacher, secretary,

supervisor, office boy, and even doctor and janitor, as the situations arose. Quite often it was a combination of many of these roles which the writer assumed with varying degrees of responsibility and authority either directly or indirectly delegated by the school's administration. Whatever role the writer was attempting to fulfill, it was that particular role which was accepted by the staff and not the role of a nonentity observer. Interestingly, no significant conflict occurred in such instances where the writer was at one time performing as an administrator and at another time as a teacher.

Another dimension to the performance of roles and functions which contributes to an effective performance is that of identification with a school, with a school's problems--both physical and of personnel--and with a school's achievements. The writer found himself identifying with the school to such an extent that problems and achievements were always 'our' instead of 'your' problems and achievements; that the word 'we' was used instead of the word 'you'. Carried to its extreme, the writer's learning experiences quite often were or became the staff's learning experiences. Participation in administrative decision-making was from active and real involvement rather than from passive observation. It can only be left to an evaluation of the writer's effectiveness in a future administrative position, to determine how successful were the learning experiences of the present internship program, in the training of an educational administrator.

CHAPTER I
RATIONALE AND OBJECTIVES

While professional educators have been applying the internship to programs involving the preparation of teachers, administrators and various other specialists, the status of educators has been improving considerably in recent years. This fact, in part, may be attributed to the sometimes reluctant admission that education is becoming more specialized, is exhibiting more characteristics of other full-fledged professions, and is putting more emphasis on the preparation of competent practitioners.

In the field of Educational Administration, the role of the internship has been developed and included in the preparation programs of approximately one-quarter of the universities in New York State.¹ The movement was initiated by the profession itself and was promoted by the American Association of School Administrators (AASA) and the National Education Association (NEA), working co-operatively with other professional organizations. The purpose was to help upgrade the profession by providing "field" experience which consisted of more than a mere apprenticeship. In an evaluation study, the AASA concluded that . . . "the internship is so important that it is

¹American Association of School Administrators, Professional Administration for America's Schools (Washington, D.C.: The Association, 1960), p. 16.

sine qua non of a modern program of educational administration".²

Rationale for the Internship

The internship, in some ways, resembles the apprenticeship developed by the early guilds and the modern skilled craft industries. However, it conceptually differs from the program generally associated with the medical profession. The medical internship follows a period of rigorous academic preparation and is designed to introduce the intern to actual experiences faced as an unsupervised M.D. In the field of surgery, the intern attempts to relate or integrate sound technical skill with good surgical judgement. Experience, if not common sense, has shown that book-learning alone does not provide these basic skills.

The rationale underlying any internship is that the academic training is best utilized if it can be applied to practical situations under supervised conditions. In this manner, the intern is encouraged to exercise his own judgement, but he is not completely alone in his undertakings. The nature of the various work relationships can be related to individuals by a preparation program which co-ordinates both theoretical and practical considerations. At the MacDonald Drive Junior High School, the nature of the work relationships and the individual needs and personality of the intern were such that both a very diversified and a very specific type of program was deemed the most desirable for an effective learning

²Ibid., p. 82.

program. The fact that the school was newly constructed, relatively unique in design and operation and with approximately 900 children and 37 teachers, made the opportunities for becoming involved in research and data interpretation, group and committee work, personnel relations at every level, functional areas of administration such as curriculum and instruction, physical facilities, and so on, virtually unlimited.

Important, too, was the fact that program development at the school was still in the experimental stages, and the opportunity for an intern gradually zeroing in on a study of any one or all programs was ripe. Consequently, it was the committee's feelings that, in the case of the writer, an internship at the MacDonald Drive Junior High School was a most desirable experimental situation and that learning could be best accomplished if experiences were obtained in all areas of administration and school operations. The objectives of the internship evolved out of such reasoning.

Objectives of the Intern

The internship in educational administration at the MacDonald Drive Junior High School, like any other program of instruction, was intended to satisfy certain objectives. In preparation for the internship, objectives applicable to the university, to the administration of the school and to intern's program of study were formalized and accepted. The following is a list of the objectives of the internship as were seen by the committee to be applicable to the intern:

1. To enable the intern to develop a more comprehensive view of educational administration.

The gap between theory and practice, between what is taught in university and what actually takes place in the field is often quite substantial. Nuances of operations dealing with real people that are difficult to tell about in the classroom and pressures influencing change and innovation in the schools are just two of the situations among many to which the writer was expected to be exposed by way of the internship. Not only was this objective the most important to the intern and the internship, but it also underlies the whole rationale of any internship program.

2. To provide the intern with the experience of carrying real administrative responsibility.

The purpose here was to obtain direct experience as administrator and teacher, to carry the direct responsibility of completing as many work assignments as possible in as many areas of school administration and school program as possible. The processes of observation, conferring and advising, and accepting full administrative responsibility were to be part of each work assignment from the beginning of the internship program instead of in stages of complexity.

3. To enable the intern to benefit from the experiences of the co-operating administrator(s).

The attainment of a teacher-pupil ratio of 1 : 1 was the central purpose, so that the intern would be in a tutorial

relationship with the administration to benefit from their exercises of authority and decision-making based upon the reality of direct experience.

4. To provide a testing ground for the intern whereby the adequacy of his training, probable success as an administrator, and the type of position for which he is best suited can be determined.

Here is the guidance function of the internship.

Through frequent meetings with the principal and vice-principal of the school, and with the advisor, observations of the intern's performance of duties, his effectiveness in personnel relations and the degree to which his individual attributes are being exploited, are discussed and assessed with a view to restructuring experiences if necessary to develop the best qualities of the intern and determine those areas to which he is best suited.

5. To instill in the intern a correct interpretation of the code of professional ethics.

It is one thing to know a code of ethics by heart but their meaning always remains theoretical until experience can show how and when to apply them in practice. Further, there exists such a diversity of behaviors among professional educators that a "correct" interpretation of a code of ethics is often debatable from school system to school system.

Through observations of school administrators in conferences and dealing with the public, through personal experiences, and through discussions about professional behavior with

various school officials, the intern is expected to know more fully how to apply the code of ethics and to do so.

CHAPTER II

STRUCTURE AND ADMINISTRATION

OF THE INTERNSHIP PROGRAM

It has already been established that the focus of an internship program is learning--learning by practical experience. It would be a gross oversight, however, to assume that the desired learning will take place automatically just by placing a student in a field assignment. It may be safe to assume that an intern will learn something, regardless of how well organized, or disorganized, his internship program might be. However, the question must be asked, is what the intern might learn in an unstructured program consistent with what the university feels he should learn or what the intern himself feels he should learn? Similarly, the application of theoretical knowledge about administrative styles, behavior, and functions to practical situations in the field might be neglected if the intern were to be carried along in various work assignments without any guides and controls to his learning experiences.

Obviously, organizational and administrative arrangements have to be set up involving the university, the advisor, the school administration and the intern in discussion and planning sessions before and during the internship program.

Duration of the Internship

Upon the recommendations of the district school superintendents of Newfoundland and Labrador and the Department of Educational Administration at the University, the present internship requirement was to be fulfilled from August 7th, 1972 through December 31st, 1972, or approximately one-half the public school year. Due to the non-completion of the school construction and the unavailability of office or working facilities, the internship program did not begin until August 14th, 1972.

Selection and Placement of the Intern

The responsibility for the selection of the intern lay with the Department of Educational Administration at the University. The following considerations were given to the selection of the intern:

1. He had limited administrative experience,
2. He had demonstrated academic competence in his course work,
and
3. He had demonstrated potential for leadership and administrative competency.

The placement of the intern was the dual function of the Department of Educational Administration and the Avalon Consolidated School Board, St. John's. Placement at the MacDonald Drive Junior High School was the result of: (1) the task areas interest of the intern, (2) the intern's demonstrated qualifications in these areas, and (3) the intern's apparent ability to function adequately in the MacDonald Drive School.

The school's administration provided definite task(s) descriptions and expectations for the intern. This afforded the faculty advisor, along with the intern, a basis for determining the appropriateness of this particular internship experience.

Supervision and Evaluation

Supervision.--Guidance and supervision throughout the internship experience was the shared responsibility of the advisor, the principal and vice-principal of the school and one other person external to the program whose opinion was from an objective point of view. It was not the intent of the committee, however, to have these supervisors constantly 'dropping in' on the intern to individually check on his work assignments and performance at any sudden moment. Supervision of the intern was consistent with modern definitions of the term and involved the stimulation of professional growth and development of the intern and the periodic revision and assessment of objectives, learning experiences and evaluation procedures. This was done through the scheduling of conferences involving the intern and the committee at regular intervals throughout the term, where problem areas were discussed, progress evaluated and assessed and, in general, ideas shared--an essential element to professional growth.

During the initial stages of the internship, conferences were held as often and as frequently as possible to facilitate the making of necessary adjustments in the training situation, discuss work assignments and to determine areas where the intern's interests and abilities could best be exploited. It was the nature of such conferences which

made supervision and evaluation parallel if not almost synonymous procedures. Planning became supervision became evaluation, if you like.

Evaluation.--Theoretically, a candidate working toward a Master's Degree in Education does not fail the final requirements, i.e., theses, projects, or additionally prescribed course work, but rather he perfects his research endeavours to an acceptable level of performance. Likewise, the intern's experience was not intended to be weighted in terms of passing or failing. The internship was intended to promote and develop professional administrative competence and skill. To this end, and to be meaningful, evaluation had to be carried forward in terms of objectives the intern sought to achieve; it had to lead logically to replanning and redirecting as necessary; it's content had to be developed from the actual experience of the intern; it had to be continuous, objective as possible and a cooperative enterprise between all people directly involved in the internship program. The use of regularly scheduled intern-supervisors' conferences, held at the school and at the University, greatly facilitated this type of continuous progress assessment of the intern's performance.

Continuous progress of the intern's performance focused primarily on assessing and reviewing the following skills:

- (1) working as a team member,
- (2) communicating with staff and the organization,
- (3) developing rapport,
- (4) functioning within the organization,
- (5) scheduling time efficiently,
- (6) organizing tasks,

- (7) decision making,
- (8) presenting and defending ideas, based on merit,
- (9) accepting criticism,
- (10) completing tasks effectively and efficiently, or, "getting the job done."

The final conference with the intern focused on a thorough constructive critique of the complete internship experience. The strengths and weaknesses of the intern and suggestions for improving his performance were discussed in total. The present formalized report was submitted to the committee, following the format so outlined for presenting graduate term papers and theses. The report includes: (1) a description of the internship assignment, (2) organizing the assignment for operation, (3) operationalizing the assignment (carrying out the assignment), (4) conclusions specific to the initial assignment, (5) implications specific to the initial assignment, and (6) implications for school administration specific to the task(s) so performed in the internship. The closing chapter focused on an evaluation of the internship as perceived by the intern.

Feedback to the Department was considered important to an examination of it's own philosophy, it's objectives and it's curriculum and the degree to which course work at the University was in line with actual situations in the field. Consequently a dinner-meeting was arranged between all administrative interns, their sponsoring administrators and the Department supervisors at the University in October. It was clear that such meetings should be held more frequently in the future.

CHAPTER III

THE INTERNSHIP EXPERIENCE

While it is necessary and important for the intern to have specific objectives and certain administrative controls and arrangements by which to guide his learning activities, it is equally important to safeguard against the danger of letting the mechanics of the operation overshadow the central purpose--learning. To a very great extent, learning remained the central concern throughout the present internship and it was the nature and kinds of learning experiences which very often overshadowed the administrative arrangements. As a result, it was not only the intern who greatly benefited from the learning experiences but also the administration and staff of the school, the department and the advisor.

In order to explain and justify the intern's actions in terms of theory, common sense and ethics, the administration often had to do some penetrating analysis of many operations which had become, to them, automatic over the years. Formal and informal discussions between the intern and staff members invariably centered around the relating of theoretical knowledge to practical school situations. Information gained thus was often passed on to the advisor who, in turn, used such information to enrich teacher training courses at the university. It goes without saying that professional development really means more than just getting a university degree.

General Description

The nature of the writer's experience as an intern was, generally, a combination of both the diversified and specific type. That is, experience was gained in a variety of areas resulting in a broader scope of exposure to educational administration, as well as in more finite areas leading to in-depth training within a limited scope, such as a special project. In the latter type experience the writer, 1) worked with teachers in several departments within the school on program development--to observe, participate in programs, and submit a report of recommendations for improvement to the administration, and 2) helped coordinate and operationalize the school timetable.

Formulating policies for the fire drill and prefect systems, student locker system and book sales; handling specific teacher and student problems; and working on the many problems associated with operationalizing a school timetable are examples of the intern's experience of the diversified type.

The Diversified Experiences

Theoretically, it is assumed that an intern will learn best by starting to work on simple assignments with little responsibility and proceeding from them to more advanced ones. Initially, then, the intern should be primarily an observer. From there he should take on assignments which call for limited responsibility such as conferring and advising. Finally he needs work assignments which call for full administrative responsibility. The quicker an intern is allowed to

try his skills on important tasks, the more beneficial will be his experiences.

To facilitate the intern's exposure to the functional areas of administration such as 1) instruction, 2) personnel, 3) finance, 4) business, 5) plant, 6) community relations, 7) auxiliary agencies, and 8) social issues, and considering the vast amount of work necessary to have the school operational, the committee felt that the intern could work at many levels of responsibility at the same time. Consequently in many work assignments within the diversified type of internship the processes of observation, advising, and assuming high degrees of responsibility took place concurrently. The most noteworthy example of this was the intern's direct involvement with the vice-principal of the school in designing, coordinating, and operationalizing the school timetable. While such a task took on the dimensions of a special project, it well provided for learning experiences of a widely diversified nature.

Timetable.--Prior to the start of the internship, it had been decided by the administration to have among other things a six-day cycle for school operations; to have eight classes in each of the grades seven, eight and nine; to have each grade take lunch at different times; and to have a specific course of studies for each class. A vast number of problems had yet to be solved, including:

- 1) How to even out the number of students in each class, given the fact that a great many more students applied for one type of course-program than in another type.
- 2) How to accommodate into the timetable the fact that the

typing and art classrooms could handle only one half of the average size class at a time, which was approximately 35-40 students, yet there was only one art and one typing teacher and each class was to be required to have two periods in each subject per cycle.

- 3) How to schedule classes so that maximum use could be made of the open areas in facilitating large- and small-group instruction (i.e., schedule at least three classes taking the same subject to an open area as often as possible during a cycle).
- 4) How to schedule classes so that each class had a maximum of only two free periods per cycle plus at least one period per cycle in the library-resource center.
- 5) How to allocate and schedule rooms for 24 classes which were to move for a total of 1440 periods once a six-day cycle and not have a clash in timetable.
- 6) How to arrange the timetable for 37 teachers, most of whom were to teach in two or three of the grade levels and who were also to move from room to room for each class period and not have (a) a clash in teacher timetable, (b) any teacher handling more than 36 out of 42 periods per cycle, and (c) any teacher unable to get lunch during one of the three scheduled lunch periods.
- 7) How to solve all of these, and many more, problems in just about one month.

For the first three months of the internship, the intern's

duties consisted mainly of working closely with the administration and staff in trying to solve such problems. To compound the situation, most of the school's office equipment and classroom furniture had not arrived by the date scheduled for school opening, construction of the school building had not been completed in many parts, and student enrollment figures were constantly climbing beyond the number expected and planned for.

It was decided that the most effective approach to setting up the timetable was to construct a master pegboard (see appendix "A") which would show the total situation involving classes, rooms and times and from which individual student and teacher timetables could be taken. In all, 1440 time slots had to be allocated for classes and teachers by an organized process of placing tags, representing each subject, in slots until the board was filled. Under the supervision of the vice-principal and the intern, each department head and the specialist teachers began scheduling their subjects on the board according to particular program plans. The process of discussing course programs, replanning and organizing course programs, trying one alternative class schedule after another, and so on, proved to be a very laborious month of work. Seemingly simple changes in the timetable often produced a multitude of problems which had to be solved as quickly as possible.

By September 15th the timetable was completed and it was the intern's responsibility, then, to compile student and teacher timetables, allocate rooms for the 1440 classes in a six-day cycle, work with each department in organizing rooms for large and small-group

instruction in the open areas, and generally, handle most staff and pupil problems associated with the timetable and its' efficient operation. (See Appendix "B").

It had been decided, prior to the intern's coming to work at the school, that certain important modifications had to be made in the timetable including: (1) Typing was to be deleted from the grade seven program, art deleted from the grade nine program and industrial arts/home economics deleted from the grade eight program, (2) Classes doing art and typing had to be split in half so that while one half the class did art the other half would be doing either typing or library resource, (3) Certain classes received more time allocated to the library than did others, (4) Classes doing mathematics, social studies, and so on could not always be scheduled to areas of the school designated for such subjects, and, (5) Classes within the same grade could not always be scheduled to open areas for grouping to facilitate large- and small-group instruction. Such modifications provided a good ground for another major project for the intern, that of working within each department on program development and presenting recommendations to the administration for improvement. This project became the final phase of the intern's experience at the school.

Book Sales and Locker System.--Even while the completion of the timetable was of prime importance, various other administrative duties had to be completed. It was the intern's responsibility, along with the responsibility of the vice-principal, to organize and supervise the sale of books to every student and to organize a system for the allocation of lockers. The storage room served to facilitate both purposes and as students were called by class to pick up their

books they were also given a locker number and lock. It then became the intern's responsibility to handle most of the locker and book problems which proved much more demanding than anticipated up until Christmas.

Student Prefect System and Fire Drill Regulations.--A memo re initial internship assignments involving the formulation of fire drill procedures and regulations and a school prefect system was given to the intern in August (see appendix "C"). Both reports were submitted by the intern on the dates indicated and discussed at length. With only minor modifications both reports were accepted and implemented by the administration. In the case of the prefect system, it was decided that, initially, responsibility for selecting and organizing prefects and their various duty stations would rest with the intern and a teacher advisor. Once in operation the prefect system became the responsibility of the teacher advisor. In the case of the fire drill regulations, a detailed memo of same (see appendix "D") was sent to every staff member who discussed the regulations and procedures with their students. A detailed evacuation map and directions was posted in each classroom and students reminded that evacuation routes were different for each room and that they were to become familiar with the routes in every room to which they go.

Other.--With various degrees of responsibility the intern was directly involved in the following projects and work areas:

(1) Transfer Requests; to write up a format for a transfer request form which students were to complete in order to change from either one class to another or from one program to another (see appendix "E").

The great number of requests received were discussed and approved by the intern and the vice-principal,

(2) Class Lists; to revise and check class lists then have these lists typed and organized in booklet form for every staff member,

(3) Library Supervision; to compile a list of teacher's free periods and a list of total number of students in the library during any one class period so that teachers could be assigned to library supervision duty when more than one class was in the library,

(4) Meetings; to attend as many staff, department head, and department meetings as possible for the purposes of observation and receiving information,

(5) Administrivia; to assist the principal and the vice-principal in the organization, supervision and evaluation of the hundred-and-one minor duties necessary to the efficient operation of a large junior high school.

Specific Experience

Due to the fact that the MacDonald Drive Junior High School is essentially open area and a great deal of program development and experimentation was taking place in each of the subject-areas of English, French, Mathematics, Social Studies and Science, it was felt by the committee that the intern should become involved full-time in such programs. Experimentation with new and innovative teaching techniques, student grouping, facilities utilization and curriculum programs in each subject-area department made the situation conducive to the intern zeroing in to intensively study and participate in such instructional

areas. Such an assignment became the final month of the writer's internship experience, after which a report was made to the school's administration, including recommendations for program improvement.

The intern spent a week in each of the five departments in the school, beginning with the English department. As it turned out, however, it was often necessary to work within two or three departments at the same time in order to make comparisons between different programs, student grouping procedures, teacher utilization, and so on. Discussion with the various department heads and many of the teachers was usually followed by actual teaching in the classroom.

The philosophy that one cannot fully grasp an educational program until he has actually participated in it held true in the writer's case. Through discussing and observing all aspects of each department's program, then actually participating in the programs, and finally discussing with teachers and the school's administration ideas for improvement and innovation, the intern gained a valuable insight into the coordination and administration of new instructional programs.

Many questions concerning the school's instructional programs were discussed and answered satisfactorily but certain questions have yet to be answered practically. These include: (1) are there studies made by Junior High School teachers of elementary school programs to ensure that the transition from grade six to grade seven is natural, program wise; and not discrepant? (2) are there studies made by Junior High School teachers of High School programs to ensure that the grade ten program is not too "foreign" to a student entering from grade nine? (3) are provisions made in instructional programs to account for slow,

average and bright groups of students? (4) is there efficient use being made of new library and resource centers in the instructional programs? (5) is maximum use being made of the new open areas in the instructional programs, and so on. A review of the school's total program in June may provide the answers to such questions.

Summary

This has been only a brief outline of the writer's experiences at the MacDonald Drive Junior High School. It can be said that the internship was learning by doing. It was education through carrying responsibility. Theory and concept learned in the university was made real in the solving of practical administrative problems. It is easy to verbalize why and how a particular act should be performed but the intern could not actually become skilled in performance until he had the chance to practice. The internship experience provided the chance for the intern to "practice". In the following Chapter the writer outlines the various implications of the internship experience and also certain contributions which, because of observation, discussion and practice, reflect the intern's objectives.

CHAPTER IV

IMPLICATIONS AND PERSONAL EVALUATION

It would indeed be an understatement to say that, from a personal viewpoint, the internship in Educational Administration at the MacDonald Drive Junior High School was highly successful. The internship was successful not only in the areas of applying theoretical knowledge to practical situations, in the variety of learning experiences exposed to, and in the degrees of responsibility and authority exercised but also in the areas of personal relationships with teachers and students. The high level of cooperation from and rapport with every member of the staff contributed tremendously to the intern's effective completion of various work assignments and specific school program studies during the five months of the internship.

Feelings of uselessness, of experiences not being meaningful, of not contributing to the effective operations of the school, and so on, never entered the mind. There simply wasn't time for such feelings. The widely varied and demanding tasks of operating a newly constructed junior high school, made for very exhausting weeks of work during which times the intern was directly involved in almost every conceivable aspect of school administration and school program coordination. To this extent, and to the extent that the writer had very little or no experience in almost all areas of school administration and program development, the internship experience was of

immeasurable value.

The extent of "newness" of each experience perhaps determined the extent of value of each experience and the internship as a whole. While all of the areas of administration in which the intern was involved at the school were discussed and theorized in graduate courses at the university, in actual practice such areas were entirely new to the writer. Thus the combination of theoretical knowledge and actual practice applied to "new" field situations did prove to be very valuable.

To answer the question, "What major contributions did the internship make toward your own professional growth and understanding," it would be true to reply, "the realization of all of my objectives." More specifically, the list of contributions is by no means exhaustive but includes:

1. An insight into the functional responsibilities of a school board.
2. An insight into, and certain ability to fulfill, the role of principal and vice-principal of a large school.
3. A view of, and an ability to work in, the functional areas of school administration which include; curriculum and instruction, pupil personnel, staff personnel, physical facilities, finance and business management, and auxiliary services.
4. An understanding of the meaning of instructional improvement and an ability to organize program development.
5. An understanding of the processes of introducing change into a school's curriculum.

6. A better understanding, through experience of group dynamics, human relations, reference groups, line, staff, conflict, motivation, morale, supervision, evaluation, leadership, and so on.

7. The development of much more personal assurance.

Very generally, one other significant implication of the internship experience is that the writer feels that he could effectively administer any school of comparable size to the one at MacDonald Drive. Implied in this statement, then, is the personal assertion that a graduate student in education with little or no experience in administration would be much better prepared to administer a school if he completes an internship program rather than completing a thesis, project, or additional courses, as part of his graduate program. The proof of such an assertion can only lie in the success which interns have in securing good administrative positions and their effective leadership in such positions.

Important, too, is the implication that during an internship, the intern may discover he is not suited to administration and should seek to further his career in the classroom. Through continuous evaluation such a discovery would be very beneficial since the intern is still being trained and advised rather than being in actual practice in the field. The guidance and continual assessment which the writer received during his internship experiences seemed to reveal that he is suited to administration but, more importantly, it revealed those areas of administration and personnel management in which he is weak and needs more experience. This latter information is of great significance to the writer, as it should be to any graduate student in administration,

because many mistakes which would have occurred in actual practice may now be avoided. There are, of course, many reasons why it is important for an administrator to realize his strengths and weaknesses before actually practicing in the field. The point which the writer is trying to make, however, is that only through the internship program could such a realization have been made, considering the lack of experience in an administrative capacity which the writer has had. In all respects, the present internship program in educational administration has such far reaching and important implications that it can hardly be seen as inferior to the writing of a thesis or project.

In order for internship programs to achieve any measure of success in the future it is necessary not only to review and assess the structure, administration and actual experiences of present internship programs but also to consider any recommendations made by an intern after he has completed a selected internship program. Each individual intern reacts to his learning situations according to a unique personality, personal weaknesses and strengths, and a continuous feeling about modifications and certain adjustments which might add to an improvement of his internship program. It is such feelings which eventually take the form of recommendations in a report. The following chapter will focus on the writer's "feelings" about how many aspects of the present internship might have been improved upon and how internship programs in the future could be organized.

CHAPTER V

RECOMMENDATIONS

Throughout this report it should be obvious that recommendations for internship experiences, for future interns and for the University concerning future internship programs, are implicit in almost every paragraph. To assess the structure, administration and experiences of one internship program as being successful is also to consider such elements as being recommendations for other programs. This is not to say, however, that the successful elements or practices of one program are necessarily the "best" practices to follow in all future internship programs. The recommendations which will be presented here should be viewed as suggestions which might have improved the effectiveness of the present internship program. It is only the writer's hope that a consideration of these recommendations will lead to more improved internship programs in the future. The recommendations may be conveniently grouped under the headings: general, selection, placement, financing, evaluation, and duration.

General

1. It may never be possible to identify a "best" practice that will fit all field situations.

While one internship program may be completely successful,

so might a dozen more entirely different programs. The emphasis should be on flexibility in internship program planning and not on the establishment of one set of criteria or "best practices" for all future internships. While the practices of the present internship have, in fact, determined the huge success of the program, it may not be correct to say that they will determine success in the wide range of field situations which will exist.

On Selection

It is quite conceivable that more candidates will opt for the internship in lieu of the project, thesis, or course work alternatives, for fulfilling the Master's Degree in Education requirements. In this case, a priority must be established for appointing the most qualified applicants to the available positions. The following recommended procedures should be followed before an intern is appointed to a position:

1. The prospective intern should be required to submit an "Application for Internship" to the Department of Educational Administration during the first month of his program in graduate studies.
2. The Application for Internship should include:
 - a) experience in an administrative position, b) a statement of the objectives expected to be accomplished by doing an internship,
 - c) a statement of the techniques for measuring growth toward attaining such objectives, d) at least two school agencies with which to

complete an internship program, and e) a resumé of the particular type of internship preferred.

3. Interns should be selected cooperatively, according to good personnel procedure, by the Department of Educational Administration and the school, school system or agency involved.

4. A graduate student who is selected to do an internship program should be required by the University to complete only eight courses of study in addition to completing an internship.

If an internship program is to be a minimum of one-half of the regular school year and if the graduate program in educational administration is to be fourteen months in duration, then it is necessary that a student who is to complete an internship program should not be penalized an extra semester to fulfill academic requirements. The following programs of studies may be considered:

Program One: Summer semester - 2 courses
 Fall semester - 4 courses
 Winter semester - Internship
 Summer semester - 2 courses.

Program Two: Summer semester - 2 courses
 Fall semester - Internship
 Winter semester - 4 courses
 Summer semester - 2 courses.

Placement

In the actual placement of an individual intern, the field situation must not only be sound in and of itself but it must also be appropriate for the individual intern. The intern must "fit" the situation with respect to his task area interests, his demonstrated

qualifications in such task areas and his apparent ability to function adequately in a particular school or school district setting.

Notwithstanding the importance of such selection-placement considerations, certain other procedures are recommended for when an intern is actually placed in a field situation.

1. The intern in educational administration should have a specific title which incorporates the word "intern" into it as well as a specific job description.

To help eliminate possible conflict between a school's staff and an intern with regards to the intern's responsibilities and authority, and to afford an intern suitable status, it is desirable to assign him a title and a job description which stresses opportunities for professional growth.

2. Every person who is expected to be in a work relationship with an intern should be informed of the intern's title and functions.

3. The sponsoring school board or other agency should give the intern it selects a written contract similar to the one used for teachers and other employees hired by that board or agency.

An intern who is under a written contract to a school board is more apt to receive much more effective supervision and guidance from a sponsoring administrator(s). In addition, if a school board pays an intern a salary, a written contract is usually required.

4. The intern should be delegated "authority commensurate with high degrees of responsibility" to facilitate the intern's effective performance in work assignments.

In many instances an intern may be delegated high degrees of responsibility but with no real authority necessary to his achieving efficient cooperation from teachers, school maintenance personnel and so on.

5. The intern should have an office or appropriate work area in the particular school or agency to which he is assigned.

To facilitate the convenient and undisturbed storage of an intern's paperwork and other materials which may be needed for various work assignments, to facilitate any research or job assignment which an intern may have to fulfill, to facilitate uninterrupted interviews with teachers, pupils, and so on, and to give an intern suitable status, it is certainly necessary that an intern have private or semi-private office facilities.

6. The Department of Educational Administration should appoint each cooperating administrator as an "intern instructor", the position to have faculty status only insofar as the intern is concerned.

7. Major work assignments should be typed by the cooperating administrator(s) and given to the intern at the beginning of the internship (see Appendix "B" for example).

Financing

So far, approximate costs for an internship program can only be speculative. Final answers about financing also seem to be subject to a great deal of speculation due to lack of sufficient information on:

(1) the costs and sources of funds for the university's participation in an internship program, (2) the costs and sources of funds for a school board's participation in an internship program, and (3) the costs and sources of funds for an individual intern. It is the writer's feelings, however, that the following recommendations be considered for the benefit of future interns.

1. Specific budgetary provision should be made by the school board or agency and by the Department of Education for paying an intern a salary equivalent, at least to the salary of a teacher with the same teaching grade and qualifications.

A salary for an intern should contribute towards better supervision of the intern by the sponsoring school board or agency and perhaps lead to better delegation of real administrative authority and responsibility to him. In addition, it can be argued that each school board or other agency that receives an intern gains financially thereby and the expenditure of school funds can readily be justified by the substantial service carefully selected interns could provide. Graduate students in educational administration are also, for the most part, experienced teachers. Many are married with families, and in the course of fulfilling a full-time internship program have very little means for providing for their families. A salary would certainly be welcome.

2. To supplement the salary paid to an intern the university should extend its present supplement to the Graduate Fellowship to the intern.

In the event that a school board may not be financially

capable of providing an intern with a salary as high as that commensurate with his teaching grade level, the university supplement would provide a source of funds to facilitate "shared financing" of the internship between the school board and the university.

3. An intern should be supplied with adequate secretarial help, with travel funds, and with needed supplies.

In the performance of many work assignments it is necessary that completed reports, recommendations, proposals and forms be typed and arranged in a formal manner. Travelling to other schools and to agencies for meetings or for particular work assignments, to the school board office, and so on, often proves to be very costly to an intern.

Evaluation

The internship in educational administration is intended to promote and develop professional administrative competence and skill. It is not intended that the internship experience be assessed in terms of passing or failing or that an intern be allowed to go into the field on his own without guidance and instruction from his supervisory committee members. Therefore, the following recommendations are made concerning evaluation of an internship.

1. Evaluation should be continuous, and should involve the intern, the sponsoring administrator(s), the faculty advisor, and one other person representing an objective viewpoint.

2. A plan for evaluation should be agreed upon and should include a statement of the intern's objectives and techniques for measuring his growth toward attaining them.

3. Evaluation and assessment conferences should be held as frequently as possible during the planning stages of an internship program and thereafter once every two weeks until the final conference.

4. The intern should write a report of his internship experiences (as outlined in Chapter II), prepared in a formally structured manner.

5. The internship report should be presented to the Supervising Committee, at the final conference, whose acceptance of such a report would terminate any further obligation on the part of the intern.

6. The intern should be allowed free time during the final week of the internship to finalize his report.

7. Written records and reports of the internship should be submitted by the Supervising Committee to the Committee on Graduate Studies at a conference on graduate interns in education to be held in January and June of each year.

The growing importance of internships in education, the increasing number of applicants for internship programs and the need for closer cooperation and communication between departments in education concerning internships would seem to warrant a conference on interns at the end of each regular school term.

8. The Department of Educational Administration should invite representatives of the school boards, school agencies and the Department of Education to meet annually and to review the effectiveness of

internship programs and to recommend improvements.

Duration

The internship should be a full-time experience, at least one half the regular school year, and should commence at any time during the year depending upon the nature of the field experience and the opinion of the Supervising Committee and the Department of Educational Administration.

It is quite conceivable that internships could take place, not only in a school, but in the Department of Education, the Newfoundland Teacher's Association (N.T.A.), a school board office, a Denominational Education Committee (D.E.C.), and so on. It is also conceivable that the best opportunities for a rich, rewarding, internship experience exist during the regular school year when all schools are in operation. It seems improbable that an intern who works with a school principal or school board superintendent, for example, on a part-time basis once a week would benefit sufficiently from this association to be able to say that he had developed any degree of professional competence and skill. If an intern is to be involved sincerely in meaningful administrative tasks, full-time participation is necessary over an extended period of time.

Summary and Conclusion

Throughout the course of the present internship experience it

should be noted that almost every aspect of structuring and administering the program, selection of meaningful administrative (and non-administrative) tasks be members of the supervisory committee and the intern, evaluating and assessing the progress and development of the internship, was done from an almost unprecedented basis as far as the Department of Educational Administration was concerned. There had not been any previous internship programs in educational administration at the University to which reference could have been made. The process of experimentation is always a part of any new undertaking and was certainly a part of the present internship program. From rather dubious speculations as to it's probable fate in the fields of graduate studies, the present internship progressed to be a more successful "experiment" than the writer or the supervisory committee had hoped it would be. It is to be left to the success of other internship programs, and to the success of the interns in administrative positions, to determine whether or not the internship should have a high status in the professional training program of an educational administrator.

APPENDICES

APPENDIX "A"

Class	Day 1										Day 2										Day 3										Day 4										Day 5										Day 6									
	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0										
7-205	X									X										X										X										X																				
7-206	X		R		L					X		R		L						X		R		L					X		R		L					X		R		L																		
7-207	X		E		U					X		E		U						X		E		U					X		E		U				X		E		U																			
7-208	X		C		N					X		C		N						X		C		N					X		C		N				X		C		N																			
7-209	X		E		C					X		E		C						X		E		C					X		E		C				X		E		C																			
7-118	X		S		H					X		S		H						X		S		H					X		S		H				X		S		H																			
7-118A	X		S							X		S								X		S							X		S						X		S																					
7-227	X									X										X									X								X																							

8-210	X									X										X									X								X																
8-211	X		R		L					X		R		L						X		R		L					X		R		L				X		R		L												
8-212	X		E		U					X		E		U						X		E		U					X		E		U				X		E		U												
8-213	X		C		N					X		C		N						X		C		N					X		C		N				X		C		N												
8-214	X		E		C					X		E		C						X		E		C					X		E		C				X		E		C												
8-123	X		S		H					X		S		H						X		S		H					X		S		H				X		S		H												
8-124	X		S							X		S								X		S							X		S					X		S															
8-125	X									X										X									X							X																	

9-215	X									X										X									X								X																
9-216	X		R		L					X		R		L						X		R		L					X		R		L				X		R		L												
9-217	X		E		U					X		E		U						X		E		U					X		E		U				X		E		U												
9-218	X		C		N					X		C		N						X		C		N					X		C		N				X		C		N												
9-219	X		E		C					X		E		C						X		E		C					X		E		C				X		E		C												
9-220	X		S		H					X		S		H						X		S		H					X		S		H				X		S		H												
9-221	X		S							X		S								X		S							X		S					X		S															
9-222	X									X										X									X							X																	

APPENDIX "B"

STUDENT TIME TABLE

GRADE: 9⁸

(Sample 1)

ROOM: 222

TEACHER MR. PAUL TILLEY

PERIOD	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
8:00 8:10	HOME ROOM	HOME ROOM	HOME ROOM	HOME ROOM	HOME ROOM	HOME ROOM
8:10 8:20	Math 209	Typing Library 110	Science S/A	French 221	Eng. 219	Typing Library 110
8:20 8:30	Eng. 220	Math 207	Science S.A	Science S/A	Math 209	R. E. 210
8:30 8:40	RECESS	RECESS	RECESS	RECESS	RECESS	RECESS
8:40 8:50	Boys P.E. 114 Girls H/rm 209	Science S/A	Music 118	Math 207	Music 118	French 222
8:50 9:00 (Lunch 9)	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
9:00 9:10 (Lunch 7)	R. E. 210	Eng. 217	Library	Math 207	French 222	Eng. 220
9:10 9:20 (Lunch 8)	Eng. 218	History 211	French 221	Boys Library Girls P.E.	Eng. 217	Math 209
9:20 9:30	Library	Math 209	Eng. 217	Eng. 220	Math 209	Ind. Arts HOME EC. 119-120
9:30 9:40	History 214	Eng. 217	Math 207	History 211	History 211	Ind. Arts HOME EC. 119-120

APPENDIX "B"

STUDENT TIMETABLE

(Sample 2)

GRADE: 8¹

HOMEROOM: 210

TEACHER Mr. Max Sturge

PERIOD	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
8:55 9:10	HOME ROOM	HOME ROOM	HOME ROOM	HOME ROOM	HOME ROOM	HOME ROOM
9:10 9:50	French 221	Eng. 216	Math 209	Eng. 217	Library 206	Eng. 217
9:50 10:30	Math 206	Math 213	Eng. 216	Math 206	Math 206	Geog. 213
10:30 10:45	RECESS	RECESS	RECESS	RECESS	RECESS	RECESS
10:45 11:20	Hist. 213	R. E. 210	R. E. 210	Eng. 217	Math 206	Eng. 219
11:20 11:55 (Lunch 9)	Eng. 217	History 213	Science S/A	History 213	History 213	Science S/A
11:55 12:35 (Lunch 7)	Library	Geog. 213	Science S/A	Math 209	P. E. 114	Art TYPING 227-110
12:35 1:15 (Lunch 8)	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:15 1:55	Art TYPING 227-110	French 221	French 221	Science S/A	Geog. 213	French 221
1:55 2:35	Geog. 213	Math 209	Eng. 217	Library	Eng. 217	Math 206

APPENDIX "B"

STUDENT TIMETABLE

(Sample 3)

GRADE: 7⁴

HOMEROOM: 208

TEACHER Mr. Maurice Evans

PERIOD	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
8:55 9:10	HOME ROOM	HOME ROOM	HOME ROOM	HOME ROOM	HOME ROOM	HOME ROOM
9:10 9:50	Library	Math 205	Geog. 212	Math 205	Math 206	Art Library 227
9:50 10:30	French 221	Ind. Arts Home Ec. 119-120	Music 118	Science S/A	R. E. 210	Math 205
10:30 10:45	RECESS	RECESS	RECESS	RECESS	RECESS	RECESS
10:45 11:20	Geog. 212	Ind. Arts Home Ec. 119-120	Eng. 218	P.E. 114	Eng. 218	Eng. 218
11:20 12:55 (Lunch 9)	P.E. 114	Eng. 218	Math 206	Eng. 218	Eng. 218	French 221
11:55 12:35 (Lunch 7)	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:35 1:15 (Lunch 8)	Math 206	French 221	Math 206	Geog. 212	Geog. 212	Music 118
1:15 1:55	R.E. 210	Science S/A	ART Library 227	French 221	French 221	Math 206
1:55 2:35	Eng. 218	Science S/A	Guid. 213	Eng. 218	Science S/A	Eng. 218

APPENDIX "C"

The Avalon Consolidated School Board

P. O. BOX 1980
ST. JOHN'S, NEWFOUNDLAND

Chairman: R. W. BARTLETT, Q.C.

First Vice-Chairman: E. W. HUTCHINGS

Second Vice-Chairman: VEN. R. S. SHEPARD

Secretary: L. M. NOSEWORTHY

Treasurer: F. M. MILLEY

Superintendent: G. B. MARCH, M.A.

Asst. Superintendent: N. KELLAND, B.A.(Ed.), M.Ed.

Business Administrator: C. A. ASH

M E M O

TO: Mr. Ian Sparkes, Administrative Assistant.
FROM: G. A. Hickman, Principal, McDonald Drive Junior High.
SUBJECT: Initial Assignments.
DATE: August 22, 1972.

Apropos discussions earlier re your internship involvement at our school, the following initial assignments are suggested:

1. Formulate a comprehensive system of fire drill procedures and regulations to include, among others, the following aspects:
 - a. routes
 - b. diagrams
 - c. students and faculty familiarization
 - d. fire department involvement
 - e. regulations for students and faculty
 - f. recommendations for implementation
 - g. other features as perceived by you

The suggested date for submission of this report to Mr. Lee for further discussion with the administration is August 31, 1972.

2. Propose a system of school prefects to include:
 - a. station locations
 - b. number of students
 - c. duties of all concerned

The Avalon Consolidated School Board

P. O. BOX 1980
ST. JOHN'S, NEWFOUNDLAND

Chairman: R. W. BARTLETT, Q.C.

First Vice-Chairman: E. W. HUTCHINGS

Second Vice-Chairman: VEN. R. S. SHEPPARD

Secretary: L. M. NOSEWORTHY

Treasurer: F. M. MILLEY

Superintendent: G. B. MARCH, M.A.

Asst. Superintendent: N. KELLAND, B.A.(Ed.), M.Ed.

Business Administrator: C. A. ASH

..2..

- d. extent of authority
- e. referral system
- f. etc.

Submit findings to Mr. Lee by September 7, 1972.

G. A. H.

GAH/1nd

APPENDIX "D"

M E M O

TO: All Staff Members

FROM: G. A. Hickman

SUBJECT: Fire Drill Policy

DATE: October 25, 1972.

In the operation of any large building where the danger of fire exists, it is essential that not only is there adequate fire fighting equipment and an alarm system, but also numerous exits and strategic locations to facilitate the rapid evacuation of anyone in the building in the event of an emergency. In a school with over 900 students, a staff of 37 teachers, and various maintenance personnel, it is vitally important that every individual become familiar with all fire fighting equipment and fire escape routes. It is equally important that evacuation procedures be tested and rehearsed at regular intervals to ensure the fastest possible escape of everyone from the building as well as to ensure that every individual is familiar with escape routes, fire regulations, formation areas outside the school, and check-off procedures. For these reasons, there will be regular fire drills.

GENERAL PROCEDURES FOR FIRE DRILL

1. Once a fire alarm sounds in the school, the Central Fire Department is automatically notified by the alarm system connected directly to the fire station.
2. The school fire alarm has a high-pitched buzzing sound which will run continually until shut off.
3. A fire escape route and student fire drill regulations will be posted in each room. Once the fire alarm has sounded everyone is to evacuate the building in accordance with these routes and regulations.
4. The formation area for each class is directly opposite the exit through which they will have left the building. This means that there are fire formations areas with the following Department Heads in charge of each area.

ARSA NORTH - Mr. Gerald Coombs
ARSA NORTH-EAST - MR. DAVID RICHE
ARSA SOUTH-EAST - MR. HAROLD LAITE
ARSA SOUTH - Mr. Boyd Saunders
ARSA WEST - Mr. Hubert Hillier
5. Students are to be lined up in rows of five and a count taken by the teacher in charge of each class at the time of the fire alarm.
6. Missing students are to be reported to the Department Head in charge of each formation area, who is then responsible for finding these students.
7. The Department Heads are to report to the Principal or Vice-Principal following each fire drill.
8. Two manual rings of the bell will signal a return to the room(s) from which students and staff came when the alarm sounded.

...3....

ROLE OF TEACHERS

A floor plan of the school indicating all fire exit routes is attached. It is every teacher's duty to:

1. Become familiar with all fire exit routes and fire drill procedures and regulations.
2. Ensure that students become familiar with same by a) reviewing them with students in homeroom period everyday during on cycle. b) briefly point out the fire route posted in each room at the beginning of every class during one cycle. c) point out to each homeroom class that fire routes may be different for each class and that rooms other than their homeroom classrooms have fire routes posted as well.
3. Immediately the fire alarm sounds, the teacher is to take a few brief seconds to point out the escape route for that class.
4. Ensure that some students are designated to close all windows in the room while the other students are leaving/
5. Direct students to proceed single file through the door and along route - in a Quiet, Orderly Fashion without running. This is most important.
6. Ensure that the door is closed after all students have left the room.
7. Be sure to take the register and absentee list from the classroom in which you are teaching.
8. Proceed with class to formation area outside the school.
9. Ensure that students in your charge are lined up in rows of five.
10. Check the number of students present against the registered number less any absentees.
11. Report any missing students to the Department Head in charge of the Formation area.
12. Remain with your class until the bell is sounded to return to original classes as when the alarm sounded.
13. Teachers who are not in a classroom at the time of a fire alarm are to proceed to the nearest exit to that area and supervise students leaving the building.

....4.....

ROLL OF STUDENTS IN FIRE ALARM PROCURES

1. Stand beside desk immediately the fire alarm rings and wait for the teacher to direct you to go.
2. Proceed in single file through designated fire route for that room. Proceed in a quiet, orderly fashion. Do not attempt to run.
3. Keep to the right or left as indicated for that route, and close to the wall where convenient.
4. Do not go to your lockers or to the bathroom and do not take any books, clothes, or other belongings with you during fire drill.
5. If one class is proceeding along the corridor or through an exit before another class, then the second class must wait until the first class is through before it starts to go through ~~that~~ exit.
6. Students who, for any reason are not in their homeroom when a fire alarm sounds (e.g. - the bathroom, guidance room etc.) are to proceed outside with the class nearest to them. Once outside they are to report to the Department Head in charge.
7. The formation area for such class is the area directly opposite the exit from which you left the building.
3. Students are to quietly line up by class in rows of five, at once, and be counted by the teacher(s) in charge.
9. Remain with your class until the bell sounds for you to enter the building. Proceed to the classroom in which you were at the time of the fire alarm in a quiet, orderly fashion.

...5.....

ROLE OF FIRE DEPARTMENT

1. An alarm will sound in the local fire station automatically when our alarm sounds in the school.
2. In the event of a practice fire drill, the fire department will be contacted beforehand so that the fire chief and other fire department personnel may come to the school and observe our fire drill procedures.
3. The fire chief will be contacted and asked to visit the school on various occasions to speak to teachers and students on fire drills and fire precautions.

.....6.....

CONCLUSION

The importance of regular fire drills cannot be overemphasized. It is felt that maximum efficiency can be obtained through regular drills only if all concerned become thoroughly familiar with their respective roles and carry them out to the letter. Teachers are requested to make a special effort to familiarize students with all regulations and see that they are followed. Notification of the first two fire drills will be given in advance. After that, the "surprise" effect will be used as could occur in a real fire.

APPENDIX "E"

TRANSFER REQUEST FORM

- Student -

NAME _____
GRADE _____
PRESENT HOMEROOM NO. _____
REASON(S) FOR TRANSFER _____

Subjects presently taking:

Subjects desired:

1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. _____	9. _____
10. _____	10. _____

DATE _____

STUDENT _____ PARENT OR GUARDIAN _____

(OFFICE USE ONLY)

TRANSFER PERMIT FORM

NAME _____ ☐ TRANSFER APPROVED

GRADE _____ ☐ TRANSFER NOT APPROVED

PRESENT HOMEROOM CLASS NO. _____

TRANSFERRED TO CLASS NO. _____

COMMENTS: _____

DATE _____

PRINCIPAL _____ TEACHER _____

TO BE RETURNED TO GENERAL OFFICE

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American Association of School Administrators, Professional
Administration for America's Schools (Washington, D.C.:
The Association, 1960).

